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ABSTRACT

This report describes two research projects which were designed to evaluate social training in Swedish schools. Major goals of the first project were to construct and use measuring methods to determine social development of students at the elementary and junior high school levels. Major goals of the second project were to study the characteristic patterns of student democratic cooperation, the relation between student interaction attitudes and background variables, and to investigate student reaction to innovation at the elementary, secondary, and post-secondary levels. Results of the social development project showed marked stereotypes in sex-role perception and negative ideas about certain minority groups and immigrants. However, systematic school influence on social development is starting to break down these attitudes. Results of the student democratic cooperation project showed a lack of student interest in working in cooperation groups because of limited individual influence in decision making. Also included are abstracts and annotations of 80 reports and publications analyzing the two research projects. (Author/DE)

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SOCIAL DEVELOPMENT AND TRAINING IN SCHOOL

LUND/CWK GLEERUP

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ÅKE BJERSTEDT

Social Development and Training in School

GLIMPSES FROM TWO RESEARCH PROJECTS

Cordially, from the author

LUND/CWK GLEERUP

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Two research projects with closely related aims are briefly described. The projects have been called "Social development and training in the comprehensive school" and "Student democracy — co-planning at different educational levels". One overall purpose can be said to have been to increase our possibilities of evaluating different attempts to promote the school's goals in social training (by adding to our basic knowledge, by improving our measurements, and by studying certain effects of educational influence). The work has been carried out at the Malmö School of Education and has been described successively in about eighty reports and publications (which are listed at the end of the present paper with abstracts or annotations).

People wanting to defend our new school against the criticism sometimes made that the students do not acquire the same level of knowledge as before often point out that a comparison that only takes into consideration the learning of facts and basic training in skills in unfair. Our ambitions for the new school in Sweden are higher: we wish to promote a more all-round development of the personality and a more adequate social development.

But if this is our attitude, it becomes important to follow what the school actually does to achieve these new "plus values". Does the school succeed in promoting a more adequate

The studies referred to in the present survey report have been made possible through the financial support of the Swedish Board of Education and the Bank of Sweden Tercentenary Fund.

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social development? Does it provide an all-round training for cooperative participation in a democratic society? Does it help the students to increase their ability to evaluate information critically and to resist non-objective influences? Does it lay down a sufficiently good foundation for solidarity in a world society?

The questions of this type are many, but the number of clear answers is not impressive. The fact that goals of the kinds referred to here are formulated in our curricula is obviously no guarantee that they will be achieved. We constantly need to evaluate the activities of the school in these respects, and we constantly need to seek new and better methods of reaching these objectives.

Many people feel that we have very inadequate knowledge of these matters and all too few instruments for evaluating the school's activities in these fields. It is comparatively easy to construct devices for the testing of knowledge and elementary skills, and it is then also relatively easy to check whether or not we achieve certain goals in knowledge and elementary skills. It is considerably more difficult to find out to what extent we succeed or fail in reaching our objectives in the social and personal sector. But the fact that it is difficult must naturally not prevent us from trying. On the contrary, it becomes even more important to learn more and to improve our instruments in these areas.

It was thoughts such as these that, during the latter half of the sixties, led to our taking the initiative to two research projects concerning the problems of social development and social training. The project we first started was given the name, "Social development and training in the comprehensive school". As can be seen from the title, this project aspired to work with a very wide content area, but was on the other hand limited to the comprehensive school level. The project we started a little later was called, "Student democracy — co-planning at different educational levels". While this second project was more restricted in its content, it covered a more varied range of age levels: it has worked with the comprehensive school, the upper secondary school, and some post-secondary training.

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Objectives and work areas in the project "Social development and training"

What then have been the more concrete aims of the two projects? Some of the *main aims* of the project "Social development and training" can be stated briefly in three points:

To construct, revise and try out *measuring methods*, which increase our ability to map the social development of the students and which could be used in evaluating attempts to encourage this development ("goal area a");

to chart, partly with the help of these methods, some features in the *development* of the students and to study certain relations between these variables and personality characteristics ("goal area b");

to explore selectively different possibilities of using *educational influence* to promote development in desired directions ("goal area c").

The field of social development and social training in schools is obviously not only extensive, but also vaguely defined and we were forced from the start to limit the field and concentrate our activities on a selection of specific aspects. These ought to be such that both could be considered essential and also would represent different types of problem. After preparatory analyses we chose *three* such *aspects or "variable domains"*, namely:

(1) "*cooperation*" ("variable domain C");

(2) "*resistance*" (ability to make independent decisions, resistance to "non-objective" attempts to influence; "variable domain R");

(3) "*world citizen responsibility*" (understanding of and a feeling of responsibility for developments in other countries, reduced inclination to disparage unthinkingly anything foreign etc; "variable domain W").

If we combine the three general areas (a, b, c) described above with the three chosen variable domains (C, R, W), we get a problem table with nine assignments for research and development work:

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Variable Field:	General Goal Area:		
	a Instruments	b Development	c Influence
C (Cooperation)	C-a	C-b	C-c
R (Resistance)	R-a	R-b	R-c
W (World citizen responsibility)	W-a	W-b	W-c

Objectives and work areas in the project "Student democracy"

How then is the project on student democracy linked with the project on social development? Which have been the main aims of the student democracy project? The answer to the first question can perhaps be formulated most simply by saying that we have singled out one specific aspect of the social training field, namely training in democratic cooperation, for separate study. This aspect is related to the variable domains C and R of the first project, but it attracted particular attention in both the Swedish and the international school debate during the latter half of the sixties and thus seemed to be an appropriate target for a more detailed attack in a "daughter project".

It has often been pointed out that one of the reasons for disciplinary problems in schools can be shortcomings in the school's forms of work, not least the fact that our students are not given sufficient opportunity to feel that they are participating in decision-making and planning. Thus just one motive from *inside* the school world can help emphasize that it is important for the school to offer the students a measure of co-planning.

In the long run, however, the students' adjustment to the school is less important than their preparation for the world *outside* the school. One of the more important objectives of the school must be to train the students as far as possible to function in a democratic society — responsibly, independently, and with a willingness to cooperate. Many people think that the school neglects this aspect of education far too much and that we cannot expect the students to demonstrate more independence, willingness to cooperate and responsibility than we give them the chance of acquiring through direct training.

These problems are naturally not new, but they attracted particular attention at the end of the sixties because of certain extraneous circum-

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stances. The Swedish teachers' strikes, which suddenly hurled the students into situations that made great demands on their ability to plan and assume responsibility, showed both that the students could sometimes act with surprising maturity and — naturally — that many felt at a loss and found it difficult to take any initiative. Many observers felt that these episodes uncovered a potential reserve of ability, of which we had made little use. Another external factor is also worth mentioning. The student unrest in universities in different parts of the world has naturally had varying and complex causes. A common feature of many of the incidents seemed to be, however, that the students felt excluded from the established process of decision-making, with no possibility of effectively participating in planning.

At this time there was a certain amount of agreement that both school and post-school education must seek new forms of work, giving the individual student more opportunity for co-planning (whether one then wanted to call this a hitherto unmet demand for justice or a neglected aspect of training). But there was nevertheless a great deal of uncertainty as to what the best forms for such activities were. Too little was known about what actually happened at different educational levels in Sweden, about how different experiments were experienced by those participating, and about the best ways to proceed in the future. Thus there was an obvious need to increase our knowledge by means of mapping studies and analyses.

A few of the *main aims* of the project could be expressed in the following way:

To study some characteristic patterns of interaction, attitudes and opinions related to the existing forms of student participation at various levels of education;

to study relations between such attitudes and opinions on the one hand and certain background and individual variables on the other;

to investigate how the introduction of new procedures for co-planning functions and how it is experienced (the process of innovation).

Since the project aimed at studying these problems on such different educational levels, it became natural for the work of the project to be divided into *three sections* related to levels. One part dealt with school democracy in the first six years of the comprehensive school (Section I). The second took up corresponding questions in grades 7—9 of the comprehensive school and in the upper secondary school (Section II). Finally

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the third part studied problems concerning student democracy on the post-secondary level, with particular emphasis on teacher training (Section III). Starting from three major aims and three educational levels, we may say that we have worked, also in this second project, with nine specific problem areas.

Division of work and reporting

The three variable domains in the project "Social development and training" and the three sections for different school levels in the project "Student democracy" have led to a division of these two large projects into six sub-projects. One research assistant has been assigned to each of these six special areas and made responsible for the work, as shown in Box 1.

Box 1. Division of work within the two projects.

Work sector	Research staff
The project "Social development and training"	
Sector C: Cooperation	Barbro Lundquist
Sector R: Resistance	Elisabeth Jernryd
Sector W: World citizen responsibility	Eva Almgren/Bereket Yebio
The project "Student democracy"	
Sector I: Primary and junior school	Magnhild Wetterström
Sector II: Secondary and upper secondary	Brigitte Valind Lars Valind
Sector III: Post-secondary training	Pekka Idman
Others participating included	Lena-Pia Lindholm Lennart Wiechel and others
Project director	Åke Bjerstedt

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The work of the projects has resulted in three types of product: measuring instruments, certain teaching material and finally research reports giving accounts of results. The projects have reported the results successively in the different series of the Malmö department, in a total of about eighty reports and publications. Two major book summaries have been prepared (Bjerstedt, 1974 a, 1974 b). At the end of this paper a list of reports and publications is given (arranged in alphabetical order according to authors), including abstracts or brief annotations.

After this rather general survey of the aims and methods of the projects, let me take up a few more concrete examples of what the projects have done and of the results they have produced. A natural starting-point is then the first-mentioned sector of the work in the project "Social development and training", the one concerned with the problems of cooperation.

Cooperation

When studying behaviors relevant to cooperation, we found it essential to construct and test various methods of conducting systematic classroom observation and interaction analysis. A number of lessons with group work were recorded on videotape. The recorded material was then subjected to various forms of analysis. An observation schedule, intended to provide information about various behaviors related to cooperation and independence in group work situations, was drawn up. The technique used is described in more detail in a report by Lindholm and Lundquist (1971 b) in the series "Testkonstruktion and testdata", and various investigations using this technique have been reported in two other reports by the same two writers (1971 a, 1972).

It should be possible to use this type of observation schedule both in research work and in some training contexts (e.g. when focussing student teachers' observations of relevant group-dynamic behaviors in classroom observation).

When the relationships between different types of behavior were examined, it was noted that independence and ability to cooperate co-variate positively with each other. Thus the two

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should not — as is sometimes the case — be regarded as opposites. If a student is to function well in a cooperation situation, it is often necessary for him to display both independence and an ability to cooperate. — When comparisons were made with other data, it was noticed that students with little verbal ability in many cases show tendencies towards uncertainty, indifference or aggressiveness in group work. Group work does not immediately suit all types of students. The teacher must take this fact into consideration in various ways.

To what extent is it possible to study behavioral tendencies relevant to cooperation in some way other than by means of direct observations of behavior in cooperation situations? To what extent can special tests be used? Attempts to answer these questions have been made in a series of test studies, which include attempts to measure "cooperation readiness" and "aggressiveness". The instruments that have been constructed should be seen primarily as research aids in group studies, as a help in continued efforts to improve our knowledge of the prerequisites for cooperation.

The studies within the cooperation sector that have been mentioned so far have been concerned with the first goal area: the construction of measuring instruments. Other investigations have dealt with the other two goal areas. Teachers with a special interest in methods for training cooperation have been interviewed about the advantages and disadvantages of different methods of this type. With the help of this background information, questionnaires were constructed for students in different age groups about their experience of and attitudes to different ways of arranging group work at school (Liljegren, 1972). In other studies special techniques for training cooperation were tested.

Group work and dramatic activities are examples of educational methods that are potentially valuable as aids in training cooperation. The opinions expressed by teachers and students confirm their possibilities but also show that the methods can be used and experienced in very different ways. If their full potential is to be realized, the methods must be carefully speci-

fied and adjusted for specific goals and specific student qualities.

One example of such specific adaptation is Lennart Wiechel's special study of sex-role perception as a barrier to cooperation (Wiechel, 1972 a, b). It has long been possible to show that a sex-role barrier exists between boys and girls. This barrier is expressed in various ways, such as avoiding the choice of someone from the opposite sex in group situations and having stereotyped ideas about what characterizes a male and female sex role. A number of measuring instruments have been developed within the project to measure sex-role experience and assess cooperation readiness between the sex groups, and in addition two types of program for influencing the students have been designed and tested. One of them is built up around discussion and information based on texts and pictures, the other makes use of role-playing techniques. As examples of the results, it can be mentioned that the programs had an effect in the desired direction; the groups exposed to the influence changed in that they showed more cooperation readiness and a greater tendency to oppose stereotyped traditional roles. — Thus this type of specified program of influence has functioned well.

Resistance

On the international level a great deal of research has been done on influence via propaganda etc., but in most cases it has been based on adults. Therefore, when we first took up the question of the students' resistance to non-objective influence, their ability to be independent and soundly critical, one of our most important tasks was to construct measuring instruments that were suitable for Swedish school-children. Many different types of tests were tried out: the students were placed in situations where they had to choose between different types of information; they were exposed to one-sided influence and their reactions were studied and so on. The tests are described in more detail and evaluated in various reports by Elisabeth Jernryd (1970, 1972, 1973 a).

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The different instruments have been used in various types of correlation studies and in studies of age development and sex differences. The pattern of the results is rather complex, and here it is only possible to give a few isolated examples.

The ability of the students to evaluate information critically is not related particularly strongly to their personalities, which might give us increased possibilities of influencing this ability educationally. At the same time, however, we have found in the project that the actual development of the students' evaluative ability (ability to evaluate information critically) does not increase markedly between the ages of 10 and 16. This undoubtedly gives a relatively discouraging picture of the ability of the present teaching to respond to the intentions of the curriculum.

A greater number of special training exercises are needed. The teachers feel that there is a lack of educational aids for this. A preliminary prototype for study material has been designed within the project (cf. two reports by Gunilla Svensson; 1972 a, b). The material is primarily suited for students in grades 7—9 of the comprehensive school and has been designed as an area of work in the subjects Swedish and Civics. Its major aims are to add to the students' knowledge of propaganda and advertizing and to provide information about and training in different means of protecting oneself in pressure situations. Since the mapping studies clearly reveal that the school needs material of this type, it is important that more such material be developed.

World citizen responsibility

After introductory analyses of concepts and specification of goals, the construction and testing of measurement instruments have naturally been important tasks in this area too. An extensive test battery has been constructed by Bereket Yebio (1970 a, b) and has later been supplemented by Eva Almgren (1973). The battery includes tests on attitudes towards foreign nations and ethnic groups, together with instruments focussed on ideas about international relations and cooperation.

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The tests have been used among other things for mapping how the students develop with increasing age and for various studies of behavioral relationships. This work can be regarded as studies of "student prerequisites": a study is made of the ideas that exist and to which the teacher must relate. But the mapping work can naturally also to some extent be seen as an evaluation of current educational activities.

We find (Yebio, 1972) in the older students a greater general readiness to make social contact; but unfortunately we see at the same time more negative ideas and stereotypes, particularly concerning certain minority groups and immigrants. The school has obviously not succeeded sufficiently in preventing the prejudices that exist in society from influencing the students. Nor does a general raising of the level of knowledge appear to offer an infallible cure. The boys knew on an average most about international conditions, while the girls showed on an average more positive attitudes towards foreign people and international relations.

The attitude of teachers and students towards a more "internationalized teaching" is obviously of great importance for improving the prospects of achieving a desirable development. Some studies of student attitudes and teacher opinions have been reported (Hallgren et al., 1972; Wedberg, 1972). Both teachers and students show considerable interest in the field, but the teachers have pointed out the lack of suitable material and some deficiencies in teacher training and in-service training as obstacles to adequate internationalized teaching. Important steps that can be taken towards improving the situation should then be to show in special inventories and presentations the teaching aids that are available at present and to develop and test new teaching aids. The project has attempted to make some contributions in both directions.

Thus an inventory of study materials that are of potential interest for education for world citizen responsibility has been compiled and published in book form (Christoffersson, Gustafsson & Jesperson, 1972). Particular emphasis has been placed on children's and adolescents' books, which can often be an important gateway when it comes to increasing student

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motivation and influencing their attitudes and their ability to feel empathy.

Furthermore, two preliminary teaching packages have been compiled. One is intended for grades 3—6 and deals with human rights, made concrete by reference to the situation of the gipsies. The students are here given the opportunity of experiencing emotionally what it can be like to belong to a discriminated minority (Almgren et al., 1972). — The other set of material is intended for grades 7—9 and takes up the problems of the underdeveloped countries. Here striking film material is used (a version of Louis Malle's film "Calcutta" that has been reedited and cut down, partly on the basis of teacher opinions) to provide a starting point that will capture the attention of the students (Almgren, Frostegren et al., 1973).

A last phase of the work has included testing some material in school contexts under conditions such that we at the same time obtain some more general information about measures and effects (Almgren & Gustafsson, 1973). As a certain balance to the pessimism that the increasingly negative attitudes mentioned earlier might perhaps give rise to, the results of our program tests give reason for optimism. A carefully defined educational influence of the type that our material on human rights represents achieves namely clear positive effects. It is worth noting that the material has a somewhat greater effect in classes with immigrant children than in classes without immigrant children. A combination of personal experience and suitable teaching seems valuable. We can also establish that earlier teaching on international questions and the teacher's own interest for teaching in this field are of importance for the development of positive and tolerant student attitudes.

General comment to the project "Social development"

The mapping studies of the project have in several respects given a discouraging picture of the "normal" development during the years in the comprehensive school. We do not find, for example, any strong increase in the students' evaluative ability (ability to evaluate information critically) in the higher

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grades. We find marked stereotypes in sex-role perception. And we find increasingly negative ideas about certain minority groups and immigrants. At the same time various experiments with specified educational influence give us reason for optimism. Systematic measures pay and give results in the desired direction. A further development of such measures is therefore recommended.

Student democracy: Studies in grades 1—6

Part of the problem that arises when going over to a more democratic decision-making process in a school might be illustrated in the following way: heads −, teachers + −, students + (cf. Wetterström, 1972 a). This rough formula is intended to express some conceivable changes in the decision area. The students get more to say, the heads less. The teachers occupy a middle position: they are expected to take over part of the head's decision-making power but at the same time to share their present decision area with the students. A democratization need not necessarily be experienced in that way. On the other hand it is not unnatural if people react to the problem in such a way that the groups that have to accept a "minus" in their decision area tend to see it as a question of prestige rather than as a question of adequate student training. In this way questions involving school democracy often get complicated from a social-psychological point of view.

This is revealed in various ways in the different mapping studies of the project, in which heads, supervisory teachers, three different teacher groups, student teachers and students have been asked to express their opinions on the distribution of influence in the school — how they find the situation today and what wishes they have with regard to the distribution of influence in the future (see references by M. Wetterström). All the groups studied are in principle agreed that the students should be given a certain measure of increased influence. Both the headmasters and the teachers consider, however, that this should be done at the expense not of their own category's influence, but at the expense of the other group. On the student

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side we again find protection of the special interests of their own category. In the lower grades the students consider that all the grades should be equally represented in the executive committee of the Students' Council, but as the students get older their inclination to let the younger students participate diminishes.

The conclusion to be drawn from these difficulties must be that rather strong measures are needed if the intentions of the curriculum are to be realized. Such strong measures were taken for a time at Eira School in Stockholm, which has been studied within the project, and the project's data also suggest that here one really succeeded in bringing about a considerably more even distribution of influence between the different categories. It can at the same time be noted that the Eira students only gave a very small increase in influence as being the ideal, which suggests that a "saturation point" exists.

For grades 1—6 the closest and most natural opportunities for democratic training lie within the framework of the class. One section of the questions used dealt with the actual influence in a number of concrete classroom situations. It emerges that teachers to a great extent make the decisions themselves in these situations and thus give the students comparatively little training in co-influence.

When the three different teacher groups were compared, the teachers at Eira School were found to be those that gave their students most influence in these concrete situations, followed by the teachers from the experimental and demonstration school and last by the more "general" teacher group. Despite these expected differences between the groups in the degree of student influence (which are in agreement with the teachers' assumed positions on a "progressiveness continuum"), a definite pattern has emerged, so that certain situations are more teacher-controlled in all the groups. We receive a similar grouping of situations when the students are questioned. There is reason to believe that this kind of grouping of situations is suitable for use as a basis in a successive training strategy, for gradually extending the students' ability to make relevant decisions themselves.

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Is it realistic to believe — this question forms a natural link to the next sector of the project — that cooperation bodies in the higher grades can function well, unless the younger students are given a more consciously designed, successive training in making their own decisions?

Student democracy: Studies in grades 7—9 and upper secondary school

In grades 7—9 of the comprehensive school and the upper secondary school the studies have been both of a general mapping nature and a following up of innovations.

Brigitte Valind (1972) has reported a mapping study of the activities and influence of the students and student representatives in three of the school's cooperation bodies, namely the Students' Council, the subject conference, and the cooperation committee. In several of the studies it emerged that the students considered that they received insufficient information about and from the various cooperation bodies and secondly, that they often showed only a faint interest in voluntarily participating and working in these bodies. In fact the most elementary prerequisite for co-influence was often lacking: knowledge of the bodies on which the students were represented.

Among the reasons given by the students for their lack of interest in working voluntarily in the cooperation bodies, the prime one is not that the work takes time and energy but that their influence on important decisions is far too limited. *One* way of motivating the students to more active work in the cooperation bodies should then be to give them more influence over the matters that are discussed.

In addition to the mapping studies of the normal present-day situation in the schools, the project has also had the opportunity of making a series of studies of experimentation with extended forms of student influence. The first of these was an explorative evaluation of the first year of experimental activity

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at Källängs School in Malmö (B. Valind, 1971). The experimentation involved among other things widening the stipulated cooperation bodies so that they had more student representatives, and also the construction of new cooperation bodies. We found that innovations of this kind could produce positive side-effects. While the teachers on the whole considered that conditions at the school had become neither better nor worse, a large number of the students thought not only that the school had improved from a democratic point of view, but also that the general atmosphere was more pleasant.

In order to make it possible to study certain other effects more stringently, an attitude schedule was constructed for measuring the attitudes towards democracy in both school and society. In a study conducted by Lars Valind (1972 b), three groups of upper secondary school students were investigated with the help of this instrument: one group which was involved in experimentation with extended student influence; a second group, which in addition received some teaching about democracy in the form of a study circle; and finally a third group, which took part in neither the experimentation nor the special teaching on democracy. The experimentation proved to have a positive effect on students' attitudes towards democracy in school and society (secondary school: longer course), while the special teaching on democracy did not have any noticeable additional effect.

The results suggest in general that one should not expect dramatic effects from a short period of experimentation, using only modest extension of the student influence. The positive effects on what the students felt about the general school climate and on the attitudes towards democracy in certain groups should be noted, however. At the same time there is reason to keep in mind the three wishes made by the students in the mapping studies with regard to all the bodies studied: they wanted more information, more complete student representation (including the lower grades of the comprehensive school), and the right to make decisions in at least some matters.

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Student democracy: Studies in the teacher training sector

Democracy in teacher training can naturally be regarded from a *general democratic* point of view. Like other students, the student teachers should have the right to assert a certain amount of influence on their training situation. But for the project it has been more important to see the question from the *training* point of view. It is not unreasonable to assume that the experience of democratic forms of work that the student teachers have during their training will serve as an example and influence their attitudes towards various forms of cooperation in their future work. Questions which then become of great importance are: Does the teacher training demonstrate a reasonable level of student democracy? Does the training create in the new generation of teachers understanding and enthusiasm for the school's democratic objectives?

An extensive questionnaire study of teachers and student teachers at Schools of Education throughout Sweden was carried out in 1969 (Idman, 1971 a, b). It showed among other things that the close relations functioned well but that the student teachers felt that their opportunities for influencing conditions and decisions were unsatisfactory. It emerged that both teachers and student teachers lacked "knowledge" of the School of Education's existing committees and councils, but that they would like to have a cooperation body with decision-making status. — It should be added that the project later repeated the questionnaires for the purpose of control and the results then gave a very similar picture of opinions.

In a special study of student teachers, both attitudes towards school democracy and a number of other attitude and personality characteristics were studied (Idman, 1972 b). The attitudes towards school democracy proved often to co-variate with the other characteristics in a particular way. Those showing a restrictive attitude towards questions concerning school democracy often have, for example, a more rigid-authoritarian attitude to the bringing up of children, a stricter, more punishing attitude in disciplinary questions, and higher

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values on dogmatism tests than others who have an attitude more positive to school democracy. The fact that attitudes towards school democracy are in this way integrated in a wider complex of attitudes and behavioral tendencies can in its turn mean that they are not easy to influence.

In addition to the mapping studies and the correlational studies, the project's School of Education sector also contains a series of data concerning new experimentation. In 1969 the project participated in an analysis of statements sent by the Schools of Education to the National Board of Education, including concrete suggestions as to experimentation with new and extended forms of cooperation. — Departmental experiments were started locally the same year and these were then followed up and have resulted in a long-term arrangement with a Departmental Board (Idman, 1970 b).

Not until the spring term of 1972 did more general experiments with new forms of cooperation start at the Swedish Schools of Education. Before the experiments started, a local sample of student teachers, teachers and other staff were asked to answer questionnaires and this was then repeated later, when the experiments had been under way a while. The meetings of the President's Board and the educational committees were recorded on tape and then analyzed. In addition, minutes taken at the meetings of these committees during the experimental period and earlier were compared. Several of the results are positive and the system has become more impartial. On the other hand, the training aspect is still not satisfactory: individual student teachers are engaged far too little in the democratic process (Idman, 1972 a).

In connection with his first questionnaire studies, Pekka Idman wrote thus: "Dissatisfied with the amount of influence they themselves have over their own training and without training in 'democratic forms of work', the prospective teachers do not appear to have been given the best preparation for achieving the goals that the curricula for the schools have laid down for the development of 'school democracy'." The experimentation that has been started later is a step in the right direction but is far too modest. Continued general experimentation

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with better specification of goals, more radical changes and a program based on these for successive evaluation would seem to be a few of the natural and important measures that need to be taken.

General comment to the project "Student democracy"

In general, internal educational democracy has made progress during the last ten years and several of the results from the various experimental activities are positive. However, the deficiencies are still in many respects very obvious. Considering its various experiences, it seems natural for the project to outline and recommend a series of follow-up tasks, for example:

- The goals for co-influence arrangements need to be debated and specified for different educational levels.
- On the primary and junior levels experiments should be carried out with systematic, step-by-step training programs, partly by means of such "situation sequences" that have resulted from the work of the project.
- The powers of the cooperation bodies should be extended, in order to give the students concerned more motivation for participation. Larger groups of students should be given direct experience of decision-making responsibility.
- The system of communication should in connection with this be improved considerably. Regular school hours should be used for information contacts (e.g. for contacts between the students and their representatives in various cooperation bodies).
- Techniques for cooperation and for information should be given more emphasis in the training programs for teachers and other school personnel.
- Alongside with these more general efforts, more radical experiments should be initiated at individual, specially interested schools. These should include experiments with special training techniques, e.g. decision training in the form of acted situations. It is particularly important that the school's experiments with co-influence are not permitted to stop at

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training in the form of "institutionalized cooperation" for small groups of students only.

- Successive evaluation of the extended activities should take place and the results be used in the training of teachers and school leaders.

Final comments

This type of very brief survey obviously has its limitations and makes it impossible to penetrate issues in detail. I hope, however, that I have succeeded in giving a more general picture of the types of problem we have been dealing with in the two projects and in providing a few examples of the results. Those interested in the work should consult our more detailed survey publications or the original reports. These are presented below with brief annotations or abstracts.

We ourselves think that the problems of social development and training are important, and we hope that our sponsors at the National Board of Education will not be content simply to see our reports on their book-shelves. A great deal of following-up is called for.

On the whole, we think that our studies have produced a mixture of positive and negative experiences. Among the negative ones is the fact that in our opinion the school has *not* really succeeded in training the children in equality. The stereotyped sex role ideas and the far too frequent negative attitudes towards foreign groups are examples of this. Hence, we plan to continue our research in these two fields under the tentative project title, "The development of equality attitudes", and we would welcome contacts with and points of view from fellow researchers and other readers who have ideas on special issues or special techniques for attacking the problems within these areas.

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Reports and publications

Almgren, E. et al. Ett undervisningsmaterial om de mänskliga rättigheterna med exemplifiering från zigenarnas situation. /Teaching material on human rights, with examples taken from the situation of the gipsies./ *Pedagogiska hjälpmedel*, 1972. — The report presents a preliminary version of a teaching package that can be used in teaching that aims at producing a more "international" attitude, in order to create greater understanding for and tolerance towards gipsies and other "foreign" minority groups. The introduction takes up the United Nations' declaration of human rights. The material package has been developed primarily for grades 3–6, but some parts of it could also be used for other grades. It contains suggestions for lessons with points for discussion related to two filmstrips and a children's book, empathy exercises and suggestions for music lessons with an international content. (Cf. experimental evaluation in Almgren & Gustafsson, 1973).

Almgren, E. Att mäta "världsmedborgarinställning": Några kompletterande testdata. /Measuring "world citizen responsibility": Some supplementary test data./ *Testkonstruktion och testdata*, No. 18, 1973. — The present report is part of a series in which attempts are made to measure and study "world citizen responsibility". The main test battery has been presented in Yebio, 1970 b; factor analyses have been described in Yebio, 1970 a; and an application of the instruments in a study on age development has been reported in Yebio, 1972. — The present report gives an account of the tests that have been revised to function as evaluation instruments in teaching experiments. In addition, retest data are presented from two studies (one involving about 170 students in grades 3 and 5, the other about 230 students in grades 7 and 9). Most of the tests prove to have a satisfactory degree of reliability as group tests in the grades involved.

Almgren, E. et al. Forskning kring social fostran. /Research on social training./ *Reprint series* (Malmö School of Education), No. 149, 1974. — A discussion of the project's work on "world citizen responsibility", with some teacher points of view included.

Almgren, E., Frostegren, E., Hellström, L., Herner, S., Rodhe, S. Calcutta — asiatisk storstad: Lärarhandledning, arbetsmaterial och faktabakgrund till Louis Malle's dokumentärfilm Calcutta. /Calcutta — Asian city: Teacher's handbook, tasks and exercises, and factual background to Louis Malle's documentary film, "Calcutta"./ *Pedagogiska hjälpmedel*, 1973. — This report presents a preliminary version of study

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material intended to supplement Louis Malle's film, "Calcutta". Various problems connected with underdeveloped countries are taken up. The material is suitable for use both in grades 7—9 of the comprehensive school and in the upper secondary school (gymnasium). It consists of three parts: a teacher's handbook with suggestions as to how to plan the basic course and a supplementary course; student material with tasks for group work; and a "booklet of facts", containing selected texts from the film and related background information.

Almgren, E. & Gustafsson, E. Fostran till världsmedborgaransvar: Utvärdering av ett undervisningsförsök om "de mänskliga rättigheterna med exemplifiering från zigenarnas situation". /Training in "world citizen responsibility": Evaluation of an experimental teaching program on "human rights with examples taken from the situation of the gipsies"./ *Pedagogisk-psykologiska problem*, No. 227, 1973. — A study has been carried out among students in grades 3 and 5 in Malmö in order to investigate the effects of teaching material on "human rights with examples taken from the situation of the gipsies". A comprehensive test battery has been given to about 800 students in experimental and control groups. Analysis of variance has been used to investigate the significance of the factors: influence of teaching material, contact with immigrants, grade, sex, social class of home district, previous teaching about and the teacher's interest in international issues. Some examples from the results: (1) The teaching material has had a positive effect on the students' attitudes towards gipsies and other ethnic groups and international relations. (2) Contact between Swedish children and immigrant children has some positive effects on the development of the students' attitudes and appears to counteract the negative development which otherwise occurs between grades 3 and 5. (3) The teaching material has had somewhat more effect in classes with than in classes without immigrant children. (4) Teaching about international issues prior to the experimental teaching has been of importance for the development of positive student attitudes towards other ethnic groups and international relations. (5) There is a positive relationship between the interest of the teacher for teaching about international issues and the degree of the students' tolerance towards other ethnic groups and world citizen responsibility.

Almgren, E. & Gustafsson, E. World citizen responsibility: Assessment techniques, developmental studies, material construction, and experimental teaching. *Educational and Psychological Interactions*, No. 48, 1974. — A survey in English of the project's research and development activities within sector W ("World citizen responsibility").

Almhed, B. & Räikkönen, P. Försöksverksamhet med nya former för samarbete mellan studerande, lärare och övrig personal vid lärarutbildningsanstalter: Sammanställning av remiss-svar till SÖ. /New forms for cooperation between students, teachers and other personnel at Swedish

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teacher training institutes: A survey of statements to the National Board of Education./ *Pedagogisk-psykologiska problem*, No. 91, 1969. — In connection with the work being done within the teacher training sector of the "Student democracy" project, the Malmö School of Education agreed to carry out a certain number of investigations. As a preliminary step, a brief survey is presented of statements from teacher training institutes to the National Board of Education concerning (1) the current situation in the schools with regard to cooperation between different groups and (2) various proposals for increased cooperation.

Bjerstedt, Å. (Ed.) Socialt samspel: En konferensrapport. /Social interaction: A conference report./ *Pedagogisk-psykologiska problem*, No. 94, 1969. — In October 1969 a conference under the title "Social interaction" was held at the Malmö School of Education's Department of Educational and Psychological Research. The main participants were members of a special committee on cooperation in schools from the National Board of Education, members of the Malmö Center for Educational Development and members of two research projects at the Malmö School of Education ("Social development and training" and "Student democracy"). The main purpose of the conference was to present and discuss some current research and development work related to the theme: cooperation in schools. The report contains the main contributions made at the conference and some glimpses from the discussions.

Bjerstedt, Å. Cooperation, independence, mental agility: Some aspects of preparedness for the future as an educational objective. *Educational and Psychological Interactions*, No. 36, 1971. — Most people agree that schools should do more to equip students for the future than simply present them with a given mass of knowledge. For example, the students should be trained to cooperate productively, to adopt their own standpoints with critical independence and to develop a mental agility that will enable them to meet new problems creatively. Relatively little is known of how these goals can best be realized, and our opportunities for objectively measuring how far these objectives are reached are minimal. Some research projects in Malmö touch upon this problem area, and brief progress notes on some of these are presented, including "Social development and training" and "Student democracy".

Bjerstedt, Å. *Fyra aspekter av social utveckling och träning.* /Four aspects of social development and training./ ("Pedagogisk orientering och debatt", No. 45.) Malmö: Lärarhögskolan, 1973. (a) — This book gives a brief survey in Swedish on the recent Malmö research on social development and training.

Bjerstedt, Å. Social development and student democracy: Notes on two research projects. *Educational and Psychological Interactions*, No. 39, 1973. (b) — This report presents an English-language survey of the two projects "Social development and training" and "Student democ-

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racy". The survey is complemented by a list of the publications from these two projects and brief abstracts of the reports published.

Bjerstedt, Å. (Ed.) Social utveckling och fostran i grundskolan: Några rapportsammantattningar. /Social development and training in the comprehensive school: Some report summaries./ *Pedagogisk-psykologiska problem*, No. 217, 1973. (c) — The report presents a number of relatively detailed summaries in Swedish of the main features of the work carried out within the project "Social development and training". The summary is divided into three main sections: (I) Cooperation. (II) Optimum resistance to authority and propaganda, (III) World citizen responsibility. Part I includes items on "Sex-role perception as a barrier to cooperation" (by Lennart Wiechel), "Assessing ability to cooperate and independence" (by Lena-Pia Lindholm & Barbro Lundquist) and "Methods for group work seen from the students' point of view at different age-levels" (by Britta Liljegren). Part II has been written by Elisabeth Jernryd; Part III by Eva Almgren & Evy Gustafsson.

Bjerstedt, Å. (Ed.) Studerandedemokrati — medplanering på olika utbildningsstadier: Några rapportsammanfattningar. /Student democracy — co-planning at different educational levels: Some report summaries./ *Pedagogisk-psykologiska problem*, No. 218, 1973. (d) — This report contains a number of relatively detailed summaries in Swedish of the main features of the work carried out within the project "Student democracy". The summary is divided into three main sections: (I) Grades 1—6, (II) Grades 7—9 and upper secondary school, (III) Teacher training sector. Part I has been written by Magnhild Wetterström; Part II by Brigitte Valind and Lars Valind; Part III by Pekka Idman.

Bjerstedt, Å. Vier Aspekte der sozialen Entwicklung und Erziehung. *Didakometrie und Soziometrie*, No. 13, 1973. (e) — The report gives brief summaries in German of the two projects "Social development and training" and "Student democracy".

Bjerstedt, Å. (Ed.) *Social utveckling och fostran i grundskolan.* /Social development and training in the comprehensive school./ ("Utbildningsforskning", No. 13.) Stockholm: Utbildningsförlaget, 1974. (a) — This book gives a relatively detailed survey in Swedish of the research and development activities of the project. Various members of the project staff have written different sections on their own work. The book contains report abstracts in Swedish and a summary in English.

Bjerstedt, Å. (Ed.) *Studerandedemokrati — medplanering på olika utbildningsstadier.* /Student democracy — co-planning at different educational levels./ ("Utbildningsforskning", No. 10.) Stockholm: Utbildningsförlaget, 1974. (b) — This book gives a relatively detailed survey in Swedish of the research and development activities of the project. Various members of the project staff have written different sections on their own work. The book contains report abstracts in Swedish and a summary in English.

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Bjerstedt, Å. & Rodhe, B. (Ed.) Internationell förståelse och internationellt medansvar som undervisningsmål: Rapport från en arbetskonferens. /International understanding and international responsibility as educational objectives: A conference report./ *Pedagogisk-psykologiska problem*, No. 99, 1969. — The project "Social development and training" has cooperated in various ways with the Swedish Unesco Council's Aspro Committee. This cooperation included a working conference arranged in Båstad in November 1969 on the theme "Education in international understanding: Analysis of objectives and methods". At the conference educational experiments and various teaching materials related to the theme were presented and group discussions were held on goal analyses and methods. The report summarizes some of the information obtained and gives glimpses from the discussions.

Choynowski, M. & Idman, P. Adolescent aggressiveness and its dependence on age, sex and position among siblings. *Educational and Psychological Interactions*, No. 38, 1973. — Since aggressiveness in children and adolescents is a phenomenon that is of importance for the social development of the growing generation, a special study of the structure and development of aggressiveness has been carried out as part of the project "Social development and training". Those mainly responsible for this study were the Polish Professor of Psychology, M. Choynowski, invited to the Malmö Department as visiting researcher, and P. Idman. The study concentrated on various aspects of aggressiveness between 11 and 15 years of age and its connection with sex, age and position among siblings. A Swedish version of the Buss-Durkee Hostility-Guilt Inventory was used as a measuring instrument. In general boys scored higher than girls on physical aggressiveness, while girls were more prone to show guilt feelings. Most types of aggressiveness, as assessed by this instrument, decreased as the children got older. Among the boys, single and oldest children tended to score higher on latent aggressiveness, but lower on overt aggressiveness in comparison with middle and youngest children.

Choynowski, M., Idman, P. & Nordström, A.-L. Mätning av aggressivitet. /Measurement of aggressiveness./ *Testkonstruktion och testdata*, No. 19, 1973. — This manual presents a Swedish version of the American test, Hostility-Guilt Inventory, constructed by Buss and Durkee, and intended to measure different aspects of aggressiveness and guilt feelings. In addition to instructions for administration and scoring, the manual presents data on factor analyses, reliability, validity, and distributions.

Christoffersson, N.-O. & Gustafsson, E. "Världsmedborgarkunskap" — "världsmedborgaransvar": En preliminär inventering av läromedel för grundskolan. /"World citizen knowledge" — "World citizen responsibility": A preliminary inventory of teaching aids for the comprehensive school./ *Pedagogisk dokumentation*, No. 1, 1971. — As part of the

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work within the project "Social development and training", a list has been made of material that could be used in teaching on the theme "world citizen knowledge" — "world citizen responsibility" in the comprehensive school. It was thought that an inventory of this type could both make it easier to assess what new materials were needed and be of use to teachers in quickly localizing various types of existent materials. The list includes books, films, filmstrips, journals, brochures and posters. Fictional literature forms an important part.

Christoffersson, N.-O., Gustafsson, E. & Jesperson, L. *Världsmedborgarkunskap — världsmedborgaransvar.* /World citizen knowledge — world citizen responsibility./ ("Pedagogisk orientering och debatt", No. 37.) Stockholm: Utbildningsförlaget, 1972. — The inventories presented in Christoffersson & Gustafsson, 1971 (cf. above) have been revised and extended and appear here in book form. The contents of the lists are divided into different problem areas. The list for each problem area has in its turn four sub-sections (informative reading, experience reading, AV aids, literature for the teacher). For the first three sections, there is an approximate division according to school level.

Gustafsson, E. & Lindholm, L.-P. Att mäta "världsmedborgaransvar" med projektiva test: Några data från ett meningskompletterings- och ett ordassociationstest. /Measuring "world citizen responsibility" by means of projective tests: Some data from a sentence completion test and a word association test./ *Testkonstruktion och testdata*, No. 24, 1974. — The report presents two projective test instruments constructed to assess students' attitudes towards ethnic groups and international relations. The tests have been given to about 570 students in grades 2, 4, 6, 8 and 9. Some data on coder agreement and on age and sex differences are presented and discussed.

Hallgren, L. et al. Attityder till internationaliserad undervisning bland grundskollärare. /The attitudes of comprehensive school teachers towards internationalized teaching./ *Pedagogisk-psykologiska problem*, No. 205, 1972. — An opinion poll has been carried out into the attitudes and opinions of 476 comprehensive school teachers on teaching about international problems. The results show that a majority of the teachers consider that it is important to teach about international problems and that there is considerable interest for an internationalization of the teaching. Despite this, about half of the teachers state that international questions have been dealt with "to a small extent" in their own teaching and in the teaching of the comprehensive school. The reasons for this discrepancy between on the one hand the interest and commitment shown by the teachers and on the other "the actual situation" can be that no suitable teaching material has been available at the schools and that the basic teacher training and in-service training has been inadequate. The teachers consider, namely, that these problems are the greatest obstacle to an internationalization of the teaching.

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Idman, P. Försöksverksamhet med nya former för samarbete mellan studerande, lärare och övrig personal vid lärarutbildningsanstalter: Förslag till försöksverksamhet. /New forms for cooperation between students, teachers and other personnel at Swedish teacher-training institutes: A proposal for experimentation./ *Pedagogisk-psykologiska problem*, No. 11, 1970. (a) — In an earlier report (Almhed & Räikkönen, 1969), the first stage of an investigation was presented in the form of a summary of statements from the teacher training institutes to the National Board of Education. The second stage reported (a) data from a questionnaire given to teachers and student teachers at teacher training institutes in the spring term of 1969, (b) content analysis of the minutes from two central bodies at the Schools of Education, the President's Board and the Teachers' Council, and (c) alternative suggestions for possible experimentation (based on the collected and processed material). The present report consists of a summary of the account that was sent to the National Board of Education at the end of 1969.

Idman, P. Institutionsnämnd — försök med institutionsdemokrati vid pedagogisk-psykologiska institutionen vid lärarhögskolan i Malmö. /Department board — experimentation with new forms for democratic management at the Malmö School of Education./ *Pedagogisk-psykologiska problem*, No. 113, 1970. (b) — For various reasons it was not until 1972 that a general experimentation with new forms for cooperation was started in the teacher training sector. Following an initiative taken locally, however, experimentation with extended departmental democracy was started during the spring term of 1969 at the Malmö School of Education's Department of Educational and Psychological Research. Among other measures taken, the director of the Department delegated his statutory decision functions to a committee, i.a. composed of elected representatives of the teachers, research workers, other staff and students. The report describes an explorative following-up of the experiments that was carried out by means of questionnaires and analyses of tape-recordings from the meetings. It is sufficient here to refer to the main result of the investigation, namely that after approximately one year's experience of the experiments all the groups concerned wished to retain the committee (which is still functioning to this day).

Idman, P. Inställning till skoldemokrati bland skolledare: En explorativ studie. /Attitudes towards student democracy among school leaders: An explorative study./ *Pedagogisk-psykologiska problem*, No. 120, 1970. (c) — Terms such as "school democracy" or "student democracy" are often used very vaguely. The key position held by school leaders when the ideology of student democracy is to be put into practice, makes a study of their opinions concerning student co-planning and cooperation of interest. These opinions were explored with the aid of

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a conference questionnaire and postal questionnaires dealing with such aspects as (a) which areas are suitable for co-planning, (b) which forms this cooperation should take, (c) for which age-levels they are adequate, (d) in which questions the student councils should be allowed to decide, etc. Differences with respect to age levels and decision areas as well as between types of questionnaire were demonstrated and discussed.

Idman, P. Samverkan mellan lärare och lärarkandidater i lärarutbildningen: Några opinionsdata. /Cooperation between teachers and student teachers: Some data on opinions./ *Pedagogisk-psykologiska problem*, No. 132, 1971. (a) — This report presents both some international perspectives of the bids for democratization made at the end of the sixties, and accounts of questionnaire studies carried out among teachers and student teachers in 1969 at all the Schools of Education in Sweden. The questions dealt with concern among other things (1) the student body, (2) cooperation in general, as experienced and as desired, and (3) knowledge of and attitudes to those formal bodies for cooperation which were instituted by the Schools of Education Act of 1968. The results show that the "close relations" function well, but that the student teachers feel that their opportunities for exerting influence outside these small groups are unsatisfactory. A very large proportion of those answering did not know how the School of Education's committees and councils work. A large group of both teachers and student teachers consider that some form of general referendum should be introduced for deciding more important issues at the School, and that the main cooperation body should be given decision-making status.

Idman, P. Samverkan mellan lärare och lärarkandidater i lärarutbildningen. /Cooperation between teachers and student teachers in teacher training./ *Reprint Series* (Malmö School of Education), No. 107, 1971. (b) — A condensed article on the questionnaire studies concerning the opinions of teachers and student teachers on student democracy in teacher training (cf. the more detailed report; Pedagogisk-psykologiska problem, No. 132).

Idman, P. Försöksverksamhet med nya samarbetsformer vid lärarhögskolan i Malmö: Erfarenheter från den första försöksterminen. /Experimental work with new forms of cooperation at the Malmö School of Education: Experiences from the first term of the experiment./ *Pedagogisk-psykologiska problem*, No. 183, 1972. (a) — During the spring term of 1972, experiments with new forms of cooperation were started at the teacher training institutes throughout Sweden. These experiments were followed up with a special study at the Malmö School of Education as part of the "Student democracy" project. In this context a sample of student teachers, teachers and other staff were asked to fill in questionnaires before the experiments had started and then again when they had been under way for a few months. The meetings of the

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President's Board and the main educational committees have been recorded on tape and analysed. In addition the minutes from the meetings of these committees during 1971 have been compared with the minutes taken at their meetings during the experimental period in 1972. — Several of the results are positive, and the requirements for impartiality have been better fulfilled than was earlier the case. The training aspect, on the other hand, might still be said to be underdeveloped.

Idman, P. Relationer mellan attityder till skoldemokrati och vissa personlighetskarakteristika. /The relation between attitudes towards school democracy and certain personality traits./ *Pedagogisk-psykologiska problem*, No. 181, 1972. (b) — The present report gives an account of a piece of research in which the main aim has been to investigate the possible relation between attitudes towards school democracy and certain personality traits. The studies have been carried out among students taking the class teacher course at the Schools of Education in Malmö and Kristianstad. The analyses show that there are connections between attitudes towards school democracy and various test variables within the area rigidity—flexibility. Those showing a more restrictive attitude in questions of school democracy often have, for example, a more rigid, authoritarian attitude toward the bringing up of children, a stricter, punishing attitude in disciplinary questions and higher scores on a dogmatism test than people who are more positive towards the idea of school democracy. Thus attitudes towards school democracy can be said to be an integral part of a more extensive complex of attitudes and tendencies towards certain types of experiences. This can in its turn mean that they are not particularly easy to influence.

Idman, P. Samverkansopinioner inom lärarutbildningen: En studie av opinionsutvecklingen under några terminer. /Opinions on cooperation within the teacher training sector: A study of the development of opinions during a few terms./ *Pedagogisk-psykologiska problem*, No. 180, 1972. (c) — In the spring term of 1969 the project "Student democracy" conducted an extensive opinion survey at Schools of Education throughout Sweden, on a number of questions concerning cooperation (cf. Pedagogisk-psykologiska problem, No. 132). In order to make it possible to follow the development of opinions in the questions concerned, new data were gathered from student teachers at the Schools of Education in Malmö and Kristianstad in 1970 and 1971 respectively. In a number of these questions the later studies show changes of attitude. The average differences are very small throughout, however, and the main result of the investigations is that no great changes in opinions could be established in the questions studied during the period 1969–1971. In all essential respects the

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results obtained from the investigations of 1969 are still valid a few terms later.

Idman, P. Skoldemokratiattityder och personlighetsdrag: Ett testbatteri. /Attitudes towards school democracy and personality traits: A test battery./ *Testkonstruktion och testdata*, No. 16, 1973. (a) — Between 1969 and 1972, studies were carried out among student teachers taking the class teacher course on relations between attitudes towards school democracy on the one hand and certain personality traits, particularly in the area rigidity—flexibility, on the other. The results of these investigations have been published in a separate report (Pedagogisk-psykologiska problem, No. 181). With the exception of the tests that are available commercially, the measuring instruments used in these investigations are presented here.

Idman, P. Student democracy in teacher training: Opinions, individual correlates, and innovation studies. *Educational and Psychological Interactions*, No. 44, 1973. (b) — In this report the project's studies within the teacher training sector are briefly summarized in English.

Idman, P. *Equality and democracy: Studies of teacher training.* (Studia psychologica et paedagogica, No. 23.) Lund: Gleerup, 1974. — In this book the project's major studies within the teacher training sector are summarized in English (with more detailed presentations than in Educational and Psychological Interactions, No. 44). After a presentation of equality and democracy as educational goals according to text analyses of the daily press and the student press (a study carried out within another project), the major sections dealing with studies from the "Student democracy project" have the following titles: (a) An emotive and descriptive meaning of the concept of school democracy; (b) Cooperation in teacher training: Some studies of opinion; (c) The development of attitudes concerning teacher training during the first term; and (d) Relations between attitudes towards school democracy and some personality characteristics.

Idman, P., Björk, K. & Streimer, I. Lärarkandidaters inställning till sin utbildningssituation: En studie av attitydutvecklingen under den första terminen. /The attitude of student teachers to their training situation: A study of the development of attitudes during the first term./ *Pedagogisk-psykologiska problem*, No. 182, 1972. — It has sometimes been assumed that student teachers develop during their training a generally negative attitude towards the teachers and the training as a whole and that this negative attitude emerges during the very first term of the training. It should be important both for teacher training in general and for the development of democratic cooperation to find out more about this phenomenon. For this reason the development of attitudes during the first term at the School of Education has been studied in an explorative special study. The investigation involves student teachers taking the courses for primary, junior and pre-school teachers at the

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Schools of Education in Kalmar, Kristianstad and Malmö. — Taken as a whole, the group studied revealed a positive attitude pattern during their first term, but negative attitudes did also develop in several important areas. Even though the pattern of attitude development was not as gloomy as some observers had predicted, it does contain warning signals that should stimulate those concerned into continuing to follow and debate the trend.

Jernryd, E. Ett försök att med ett lärarskattningsschema mäta olika typer av beroende—oberoende-beteenden. /An attempt to measure various types of depeadent-vs.-independent behavior by means of teacher ratings./ *Pedagogisk-psykologiska problem*, No. 127, 1970. — A schedule to be used by teachers in rating students was constructed. In selecting items the author was partly guided by H. C. Kelman's model of social influence processes. Rating data have been collected on students in grades 1, 3, 5, 7 and 9 of the comprehensive school. Separate factor analyses have been carried out for grades 5, 7 and 9 and one for grades 5+7+9 together. On the basis of these analyses, the statements that recurred on the same factor and the same pole in the four analyses with at least significant loadings were combined. These scales measure social dependence ("help-seeking impressionability"), evaluative ability ("the students' ability to assess critically different types of information and inclination to accept more objective arguments"), passive dependence ("anxious passivity"), active independence ("independent initiative") and achievement-oriented dependence.

Jernryd, E. Konstruktion och analys av mätinstrument med anknytning till variabeln "optimal auktoritets- och propagandaresistens". /Construction and analysis of measuring instruments related to the variable "Optimum resistance to authority and propaganda"./ *Pedagogisk-psykologiska problem*, No. 166, 1972. — The report presents a number of measuring instruments that have been constructed for the purpose of measuring and obtaining greater understanding of why some students in grades 5, 7 and 9 of the comprehensive school have the ability to evaluate critically and differentiate between different types of argument, to function independently etc., while others do not have this ability or show more dependent behavior. The test battery (which in addition to more specific instruments also contains tests of intelligence, anxiety, rigidity, self-assessment etc.) has been tried out on 428 students. The data obtained have been factor analysed separately for each grade. Examples of the results are: (1) In all the analyses a factor could be identified which was described by measuring instruments that assess the ability of the students to evaluate critically different types of information and their inclination to accept more objective arguments. (2) According to the analyses that have been carried out, the students' ability to evaluate is not greatly related to their personalities, which increases our prospects of being able to

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encourage and develop this ability. (3) One necessary prerequisite for independent behavior is a certain degree of intelligence and flexibility. — The knowledge gained from these analyses about the tests used makes it possible to use them more effectively in further evaluation studies.

Jernryd, E. "Optimal auktoritets- och propagandaresistens": Ett testbatteri. /"Optimum resistance to authority and propaganda": A test battery./ *Testkonstruktion och testdata*, No. 17, 1973. (a) — The report presents a test battery which has been used in studies of the variable area "resistance to authority and propaganda" within the project "Social development and training". The majority of the tests are either new constructions or revisions of American tests. The measuring instruments have been developed for the purpose of obtaining measurements of dependent—independent behavior in the students, of their ability to differentiate between different types of information and to resist one-sided influence, and of various personality traits. The test battery also includes questionnaires which are intended to reflect the extent to which the opinions of the students within different subject areas are influenced by the information conveyed to them from various sources.

Jernryd, E. Optimal resistance to authority and propaganda: Measuring instruments, age developments, and educational influences. *Educational and Psychological Interactions*, No. 40, 1973. (b) — This is a survey in English of the research and development activities within Section R of the project, dealing with "resistance".

Jernryd, E. "Opimal auktoritets- och propagandaresistens": En studie av ålders- och könsdifferenser. /"Optimum resistance to authority and propaganda": A study of age and sex differences./ *Pedagogisk-psykologiska problem*, No. 239, 1974. — The report presents and discusses the results of analysis of age and sex differences in measurement variables that have been constructed for the purpose of measuring dependent—independent behavior in students in grades 5, 7 and 9 of the comprehensive school, their ability to evaluate critically different types of information and to resist one-sided influence. In addition some aspects of personality have been studied. The questions that have been dealt with partly illustrate the extent to which the school has succeeded in fulfilling some of the goals concerning social training that are stated in the 1969 curriculum for the comprehensive school. Examples of the results obtained: (1) The students' evaluative ability, i.e. their ability to evaluate critically different types of information and their inclination to accept more objective arguments, does not increase to any noticeable extent between the ages of 10 and 16. (2) In several analyses significant differences were obtained between grade 7 on the one hand and grades 5 and 9 on the other, which seem to stem from their school situation. (3) The students express

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less authoritarian, dogmatic and rigid opinions as they grow older. (4) Irrespective of age, the girls are more inclined to display anxiety than the boys.

Jernryd, E. & Åhman, E. Grundskoleelevers val av och inställning till några informationskällor. /The choice of and attitudes towards some sources of information among students in the comprehensive school./ *Pedagogisk-psykologiska problem*, No. 214, 1973. — The report presents the results of two questionnaires intended firstly, to increase our knowledge of comprehensive school students' (grades 5, 7 and 9) choice of and attitudes towards different sources of information and secondly, to find out the extent to which the students feel that their opinions and values are influenced by the information conveyed to them by parents, school-friends and teachers on the one hand and various mass media on the other. The report also discusses changes related to age. Examples of results: (1) The students are aware of the influencing effect of both advertising and other propaganda. Nevertheless they consider that they are relatively resistant to the influence that advertising and propaganda impose on them. The result indicates that there is a need to make the students more aware of the fact that they too are exposed to the influence and are affected by it. (2) Parents play an important role in forming the students' opinions in grade 5, but their role then diminishes and in grade 9 it is primarily "TV" and "newspapers" that are used as sources of information. (3) A certain difference between the sexes exists. The boys appear to free themselves from the opinions of their parents earlier than the girls and to form their own ideas about things and events. In grade 9, however, this difference between boys and girls has been eliminated. (4) The teacher's chances of influencing his students' attitudes towards problems and events in the world show a marked decrease in grades 7 and 9 compared to grade 5.

Klasson, M. Barnbibliotekens roll i barns och ungdoms sociala fostran. /The role of children's libraries in the social training of children and adolescents./ *Pedagogisk-psykologiska problem*, No. 87, 1969. — Which objectives do children's librarians consider to be the most obvious in their work? To what extent are social training aspects taken into consideration? These are some of the questions discussed when data from two exploratory questionnaire studies among children's librarians in Stockholm, Göteborg and Malmö are presented.

Liljegren, B. Attityder till grupparbete och samverkan hos olika åldersgrupper i grundskolan. /Attitudes towards group work and cooperation on different age levels in the comprehensive school./ *Pedagogisk-psykologiska problem*, No. 173, 1972. — On the basis of exploratory data from interviews with teachers, questionnaires addressed to students were constructed, dealing with, among other things, the students' experience of and attitude towards various ways of organizing group

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work at school. The report presents questionnaire data collected from a random sample of classes in grades 2, 5 and 8 in Kristianstad district. The aim of the study was primarily to illustrate differences between different age groups in attitudes towards group work and cooperation, but at the same time a certain amount of information emerged about differences in these attitudes related to sex, the location of the school and the type of class. A few examples from the results: The degree of teacher influence on group composition, division of tasks, and the handling of group conflicts diminishes with increasing age. At the same time, the desire for student participation in these decisions grows stronger. Sex separation in grouping is more common among older students, but in this case attitudes develop in the opposite direction, so that senior students are more positive to inter-sex groups than juniors. Some degree of teacher regulation seems necessary in order to avoid single-sex groups. Students at the middle level have the most positive attitude towards group work as well as towards having formal group leaders. When the students were asked what activities they could suggest apart from group work that would involve training in cooperation, study visits and excursions were often mentioned; class parties and other program arrangements were named particularly at the middle level; discussions and conversations were suggested specially at the upper level.

Liljegren, B. Group work methodology from the viewpoint of the students at different age levels. *Educational and Psychological Interactions*, No. 43, 1973. — A summary in English of the project's study of students' opinions on various ways of organizing group work in the school (cf. Pedagogisk-psykologiska problem, No. 173).

Lindholm, L.-P. & Lundquist, B. Att bedöma samarbetsförmåga och självständighet: Rapport från försök med smågruppsobservationer. /Assessing cooperation and independence: A report from an experiment with observations of small groups./ *Pedagogisk-psykologiska problem*, No. 148, 1971. (a) — One important part of the study of behaviors relevant to cooperation has been the construction and testing of different methods for systematic classroom observation and interaction analysis. Therefore a number of lessons showing group work (from classes in grades 4—6) have been recorded on video-tape; the recorded material has then been subjected to various types of analysis. An observation schedule intended to provide information about different behaviors related to cooperation and independence in group work situations has been constructed and tested on the recorded material. The report presents the observation system and data on observer agreement, which on the whole was satisfactory.

Lindholm, L.-P. & Lundquist, B. En observationsteknik för bedömning av samarbetskarakteristika vid grupparbete. /An observation technique for measuring cooperation in group work./ *Testkonstruktion och test-*

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data, No. 8, 1971. (b) — A manual-type presentation of the observation system used for the studies described in Pedagogisk-psykologiska problem, No. 148 (cf. above).

Lindholm, L.-P. & Lundquist, B. Att bedöma samarbetsförmåga och självständighet: En metodstudie. /Assessing cooperation and independence: A methodological study./ *Pedagogisk-psykologiska problem*, No. 203, 1972. — This report presents further studies using the observation system presented in Pedagogisk-psykologiska problem, No. 148 (cf. above). Thus, methods of making different kinds of observation data more comparable are examined. In addition, accounts are given of a validation study, an investigation of the connection between observation data and other background data, and an analysis of structure. "Independence" and "ability to cooperate", as measured by the instruments in question, co-variate positively with each other; if a student is to function well in a cooperation situation, it is often necessary for him to demonstrate both independence and the ability to cooperate. Among the connections with other traits can be noted that students with low verbal ability often showed tendencies to be uncertain, indifferent or aggressive. Finally, on the basis of the experiences gained, a revised version of the observation system is presented and alternative observation techniques and different areas for their use are discussed.

Lindholm, L.-P. & Lundquist, B. Cooperation and independence: Studies of assessment techniques in observations of small groups. *Educational and Psychological Interactions*, No. 42, 1973. — A summary in English of the project's studies concerning systematic observation of behavior tendencies during group work (cf. Pedagogisk-psykologiska problem, No. 148 and No. 203).

Månsson, M. Några samarbetsrelaterade begrepp: En empirisk-semantisk och begreppsanalytisk exploration. /Some concepts related to cooperation: An introduction to concept analysis based partly on empirical data./ *Pedagogisk-psykologiska problem*, No. 143, 1971. (a) — A series of concepts related to cooperation are discussed, together with certain points in the curriculum, where the interpretation is not self-evident. Illustrations are also taken from opinion data collected from a group of upper secondary school students, who have been asked to answer a number of questions on cooperation.

Månsson, M. "Samarbetsberedskap" kontra "konkurrensorientering": Ett försök till testutveckling. /"Cooperation readiness" vs. "competition orientation": An attempt at test development./ *Testkonstruktion och testdata*, No. 9, 1971. (b) — This report gives a description of an attempt to construct a test for measuring "cooperation readiness" and to develop it by means of a process of successive evaluation and revision. Data collected on four different occasions are treated. Item analyses,

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reliability data and connections with other measuring instruments are presented.

Månsson, M. Samarbetsberedskap och dramatisk verksamhet: Ett påverkansförsök i åk 9. /Cooperation readiness and educational drama: A training experiment in the ninth grade./ *Pedagogisk-psykologiska problem*, No. 153, 1971. (c) — In theory "educational drama" appears in some respects to be a very suitable method for training in cooperation. A program with exercises of this type was compiled and carried through in four classes in grade 9 under the leadership of the ordinary teacher in Swedish. Four other classes functioned as control groups. The effect of the program has been measured by means of a number of tests. In addition, the comments of the teachers involved have been registered and the attitudes of the students towards the training program have been studied.

Månsson, M. Samarbetsberedskap som mätobjekt: Successiv konstruktion och utprövning av test. /Measurement of cooperation readiness: Successive construction and trying out of tests./ *Pedagogisk-psykologiska problem*, No. 149, 1971. (d) — The report gives an account of a number of attempts to increase our ability to determine a student's "cooperation readiness" by means of tests. The study includes a series of specific newly-constructed tests, together with some existent instruments of a more general nature. As the data have been collected, revisions have been carried out successively. In all, the tests have been tried out four times. An account is given of item analyses, reliability data, inter-test correlations and the results of factor analysis.

Månsson, M. Samarbetsvanor och samarbetsattityder: Några enkätdata från grundskoleelever. /Cooperation habits and attitudes: Some data from a survey of students in the comprehensive school./ *Pedagogisk-psykologiska problem*, No. 146, 1971. (e) — The report gives an account of the results obtained from questionnaires given to comprehensive school students in all grades concerning their cooperation habits and attitudes. The answers have been studied in relation to grade, sex and type of teaching (teaching in a normal class or in a special class). Some glimpses from the results: In general the students preferred working in pairs; those taught in special classes preferred, however, to a greater degree than those in normal classes to work individually, following the instructions of the teacher or the book. The majority were relatively satisfied with the cooperation in the class, but about every tenth student thinks that the cooperation is "bad" or "very bad". Approximately every third student in grades 1—3, every fourth in grades 4—6 and every tenth in grades 7—9 stated that they quarrelled with someone in the class "almost every day".

Rodhe, B. (Ed.) Undervisningens internationalisering: Lägesrapport från en arbetskonferens. /Internationalization of education: A progress report from a working conference./ *Pedagogisk-psykologiska problem*,

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No. 138, 1971. — A report from the first Båstad conference in co-operation with the ASPRO committee and the project "Social development and training" was published in 1969 in the series "Pedagogisk-psykologiska problem". The present report follows on from the first, with an account from the second Båstad conference, called "Internationalization of education: Goals, models, coordination" (March 1971). The report includes the working documents (by Bengt Malmberg, Birgit Rodhe, Sten Rodhe and Bertil Ydén, among others) that formed the basic material for the discussions. Also included are a contribution entitled "Can the internationalization of education be internationalized?" by Karl-Reinhold Haellquist, glimpses from the work being done in the Malmö project, an account of the panel and group discussions, and a presentation of educational material within the area of internationalization.

Rodhe, B. & Bergman, E. (Eds.) Skola i invandrarland: En konferensrapport. /School in an immigrant country: A conference report./ *Pedagogisk-psykologiska problem*, No. 237, 1974. — The two conferences on internationalization of education reported earlier (Bjerstedt & Rodhe, 1969; Rodhe, 1971) was followed up by a third (held in 1973). "Immigrants can help us to internationalize education", says a spokesman for the National Board of Education of Sweden. But many immigrants in Sweden maintain: "Sweden still is a country just for Swedes". The discussions at the third conference dealt with the problem area indicated by these two quotations. Attempts were made to test the degree of internationalization achieved on what happens to immigrants in Swedish schools. A series of papers presented at this conference are collected in this report, including information on the Malmö sub-project on "world citizen responsibility".

Svensson, G. Ett studiematerial om påverkan och propaganda. /Study material on influence and propaganda./ *Pedagogiska hjälpmedel*, 1972. (a) — The report gives an account of a study material that aims at promoting the resistance of the individual to tendentious influence and his ability to hold an independent standpoint. The material consists of a students' handbook which forms the basic material for the students' work on influence and propaganda, a relatively detailed teacher's handbook, and a terminal test that can be used to evaluate certain effects of the program.

Svensson, G. "Optimal auktoritets- och propagandaresistens": Konstruktion och preliminär utprövning av ett påverkningsprogram. /"Optimum resistance to propaganda and authority": The construction and preliminary testing of an educational program./ *Pedagogisk-psykologiska problem*, No. 204, 1972. (b) — The present report gives an account of the construction of a study material intended to promote the ability of the individual to resist tendentious influence and to maintain an independent point of view. (The material is presented in the series

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Pedagogiska hjälpmedel, cf. above.) In addition a report is given of a preliminary testing of the material (in seven classes in grade 8) with the main purpose of creating a basis for revision and continued testing.

Valind, B. Förstaårserfarenheter från en försöksverksamhet med vidgade former för inflytande. /First-year experience of an experiment in extended student influence./ *Pedagogisk-psykologiska problem*, No. 142, 1971. — During one school year a school in Malmö experimented with the extension of student influence both by increasing the number of student representatives in various bodies and by giving the students insight and influence in more bodies than at other schools. The report presents an attempt made at evaluating the effect by means of a questionnaire administered to both students and teachers. The majority of the teachers considered that the school had become neither better nor worse as far as school democracy or the general atmosphere were concerned. A large proportion of the students on the other hand were of the opinion that both the general atmosphere at the school and school democracy had improved. Various advantages and disadvantages connected with this type of experiment are discussed.

Valind, B. Elevinflytande genom elevråd, ämneskonferenser och samarbetsnämnd. /Student influence through student council, subject conferences, and cooperation committee./ *Pedagogisk-psykologiska problem*, No. 209, 1972. — The present report presents data connected with the problem of co-influence in the school. The study has focused mainly on three problem areas: How does the interaction between students and their representatives in the student council, subject conferences and co-operation committee function? What attitudes and opinions do the students have concerning their representatives and the activities of the bodies? What kind of changes do the students see as important in the forms for student representation, and the decision area of the bodies? The studies were carried out by means of knowledge tests, opinion-and-attitude questionnaires and sociometric tests, and data were collected from grades 7 to 12 in five Malmö schools. It can be noted that the first prerequisite for active co-influence, namely knowledge of the existing cooperation bodies, was very often not fulfilled. Three requests were made by the students for all the major bodies studied (student council, subject conferences and cooperation committee): more information, a more complete representation of students (from the entire comprehensive school, grades 1—9), and the right to make decisions in at least some matters.

Valind, B. & Petterson, I.-L. Studier utan lärare: Enkätdata från gymnasister under lärarkonflikt. /Studying without teachers: Questionnaire data from upper secondary school students during a teachers' labour conflict./ *Pedagogisk-psykologiska problem*, No. 233, 1974. — During the school conflict of 1971, student data were collected by means of

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postal questionnaires from two groups: (a) a random sample consisting of every sixth student from the first and last grades of all the upper secondary schools in Malmö; (b) a special group, consisting of five classes from the last grade of the upper secondary school who had two years earlier taken part in the preliminary investigations of the project "Student democracy". The questions concerned both the work situation during the conflict and student influence in the schools. There is nothing in these data to suggest that student influence has increased during the time that elapsed between the studies.

Valind, B. & Valind, L. Student democracy in grades 7—9 and the upper secondary school. *Educational and Psychological Interactions*, No. 47, 1974. — In this report the project's studies in grades 7—9 of the comprehensive school and in the upper secondary school are summarized in English.

Valind, L. Anti-indoktrinering och skoldemokrati: En studie av SECO:s indoktrineringskampanj vid Källängsskolan i Malmö. /Anti-indoctrination and school democracy: A study of SECO's indoctrination campaign at Källängs School in Malmö./ *Pedagogisk-psykologiska problem*, No. 162, 1972. (a) — In 1969, the Central Organization of Swedish students in compulsory and secondary schools (SECO) carried out a campaign, the aim of which was to make the students more aware of "indoctrination risks" and more critical of various sources of information, including school-books. This campaign was studied at a Malmö secondary school. A number of hypotheses were formulated (partly dealing with possible effects of the campaign on opinions concerning school democracy) and tested by means of questionnaire data; most of these hypotheses were confirmed. For example, the results tended to show that student belief in the possibility of achieving school democracy increased.

Valind, L. Elevattityder till demokrati i skola och samhälle i olika påverkansmiljöer. /Student attitudes towards democracy in school and society in relation to the degree of influence applied by different settings./ *Pedagogisk-psykologiska problem*, No. 207, 1972. (b) — Attitudes towards democracy in school and society were studied in three different student groups (from the first grade of the upper secondary school). The first group functioned as a control group and was not exposed to any special influence apart from the normal school activities. The second group was involved in experimentation with extended student influence; and the third group took part not only in these experimental activities, but also in study circles on democracy. In some student groups at least, the experimentation seemed to have a positive effect on attitudes towards democracy in school and society. No additional effect could be traced, however, from the study circle program.

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Valind, L. Inställning till demokrati i samhälle och skola: Konstruktion och utprövning av attitydschema. /Attitudes towards democracy in society and at school: Construction and testing of attitude scales./ *Testkonstruktion och testdata*, No. 11, 1972. (c) — The report gives an account of the successive construction and testing of an attitude instrument for the study of attitudes towards democracy (which were then used in further studies; cf. Pedagogisk-psykologiska problem, No. 207).

Valind, L. Elevopinioner till försöksverksamhet med vidgade former för elevinflytande. /Student opinions on experimental activities with extended forms of student influence./ *Pedagogisk-psykologiska problem*, No. 215, 1973. — The experiences gained from the first year of the experimental activities at Källängs School (cf. B. Valind's report, Pedagogisk-psykologiska problem, No. 142) were considered sufficiently interesting for the "Student democracy" project to continue with more detailed studies during the following year. The investigations involved all the students in the first grade of the upper secondary school at Källängs School. Measurements were carried out on three different occasions: immediately after the start of the school year, after one term's experimental activity and at the end of the school year. Some comparisons were possible between sub-groups (between a group that in addition to the experimental program also took part in a study circle on democracy and a group that did not participate in this special course; and between students that functioned as representatives in one of the cooperation bodies and students that had no such functions). — As has also emerged from other studies in the project, students feel that they are given too little information; a more energetic circulation of information seems to be called for. Most of the students feel no special motivation for working in the various cooperation bodies, but consider that they would feel more motivated if they were given more genuine influence in the questions dealt with. In general, the students did not feel the experimentation to be a particularly important step towards increased school democracy. However, they did state that there had been some positive effects on the general climate at the school (increased understanding between teachers and students etc.).

Valind, L. Några lärarsynpunkter på grupparbete, samarbete och social fostran på grundskolans låg- och mellanstadium. /Teacher opinions on group work, cooperation and social training in grades 1—6 of the comprehensive school./ *Pedagogisk-psykologiska problem*, No. 232, 1974. — The report presents explorative interview data from a group of teachers with special experience of group work methodology. Areas dealt with include problems of group size, group composition, group leadership, group conflicts etc. Comparisons are also made between

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the present teacher data and student data reported earlier (cf. Pedagogisk-psykologiska problem, No. 173).

Wedberg, C. Attityder till undervisning om internationella problem bland högstadieelever och gymnasister: En explorativ studie. /Attitudes of students in grades 7—9 and the upper secondary school towards teaching on international problems: An exploratory study./ Mimeogr. rep., 1972. — This report presents the results of an exploratory questionnaire study carried out on about 580 students in grades 7—9 and the upper secondary school. A relatively comprehensive collection of quotations is presented, in order to give a more concrete picture of the students' opinions. — A very large group of students state that they are interested in teaching on international problems; an even larger group emphasize the importance of such teaching. What then does the concept "international problems" mean to the students? The younger ones often speak of hunger, suffering, the unfair division of wealth, racial conflicts and war. The older students largely name the same problems but express them to a greater extent in political terms. Positive and negative points of view from the students on the teaching given in school on this subject are presented and discussed.

Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Olika berörda gruppers syn på medinflytandeproblematiken i skolan. /School democracy in grades 1—6: The problems of co-influence as seen by different groups of school personnel./ *Pedagogisk-psykologiska problem*, No. 171, 1972. (a) — The report presents questionnaire studies in which headmasters, supervisory teachers, three different teacher groups and student teachers express their opinions on co-influence in the school. The present distribution of influence within the school and the individual class is described, as well as the desirable distribution in the school, class and educational system in the future. Ideas about the ideal headmaster, teacher and student are also presented. There is a relatively unanimous body of opinion that the students should be given more influence. Both headmasters and teachers consider, however, that this should be done at the expense of the other category's influence, not their own. All groups are relatively agreed about the ideal distribution of influence in the school as a whole, but their estimation of the present distribution varies (with a tendency to over-estimate the influence of other categories). The teachers at Eira School in Stockholm report a considerably more even distribution of influence between headmaster, teachers and students (with greater student influence and less influence for the headmaster and teachers) than the other groups. The proportion of teachers who do not want to increase the students' influence in the classroom is, however, the same at Eira School as in the general teacher group, which suggests that there is a resistance to change that is partly unrelated to the actual distribution of influence.

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Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Några lärargruppers syn på beslutsfattandet i en rad specifika klassrumssituationer. /School democracy in grades 1—6: The views of some groups of teachers on decision-making in a series of specific classroom situations./ *Pedagogisk-psykologiska problem*, No. 172. (b) — This report presents answers from a questionnaire in which a "normal" group of teachers, teachers from a demonstration and experimental school and teachers from Eira School in Stockholm (at the time when experiments in school democracy were being carried out at this school) express their opinions on student influence in a series of concrete classroom situations. The recommendations given in the curriculum are presented, together with teachers' opinions on possible negative consequences of increased student influence. — In general the teachers themselves make most of the decisions within the class. Systematic differences emerge between the groups, however, corresponding to the expected average position of the different groups on a "progressiveness" continuum. Thus the teachers at Eira School have reported a greater degree of student influence than the other two groups. Despite these differences in the degree of actual student influence, a definite pattern appeared among the situations used, so that in all the groups studied these situations are ranked in the same way (from situations in which the students have a greater degree of influence on the decisions to situations in which the teacher usually makes the decisions alone). There is reason to suppose that this grouping of situations provides a suitable basis for a gradual development of the students' ability to make relevant decisions themselves.

Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Analys och diskussion. /School democracy in grades 1—6: Analysis and discussion./ *Pedagogisk-psykologiska problem*, No. 177, 1972. (c) — While the two reports mentioned earlier (Nos. 171, 172) have worked with simple descriptive statistics, the data are here made the object of more detailed statistical analyses (factor analysis, analysis of variance). Further, the answers of the teacher groups are compared with their background data and the answers of the group of student teachers with the results of a battery of personality tests.

Wetterström, M. Elevrådsverksamhet utvidgad till låg- och mellanstadiet: Uppföljning av ett SECO-initiativ. /The extension of student council activities to grades 1—6: Following up an initiative taken by the Swedish School Students' Central Organization./ *Pedagogisk-psykologiska problem*, No. 212, 1973. — The report presents an exploratory evaluation of experiments in extending student council activities to grades 1—6. These activities were only guided in the initial phase and were then followed up without intervention. The results show that initially the students had very little knowledge of the school's cooperation bodies and that this was coupled with a belief in the powers of the Students'

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Council to protect the interests of the students that was out of all proportion to the actual situation. The study revealed some of the difficulties that this kind of attempt at democratization must contend with: i.e. the balancing act that must be maintained between on the one hand the students' need of adult support and on the other the benefit to the students of making their own misiakes.

Wetterström, M. Skoldemokrati på låg- och mellanstadiet: Elevåsikter. /School democracy in grades 1—6: Student opinions./ *Pedagogisk-psykologiska problem,* No. 241, 1974. (a) — The report contains an account of a series of studies made in grades 1—6 in order to illuminate the attitudes of the students towards co-influence at school. Among the results presented here are suggestions made by students for improving the school, the assessments made by different student groups of their present and desired influence, comparisons between the opinions of teachers and students on these issues and the development within this area during a two-year period. A more general discussion of the problems of co-influence is also included. Some of the statements made by the students suggest that the decision situations registered can be graded according to the criterion "accessibility for decentralized decision-making". This grading could then form one of the bases on which a program for systematic training in democratic decision-making at this school level could be drawn up (cf. Pedagogisk-psykologiska problem, No. 172). As was expected, the students at Eira School had stated that they had more actual influence than the students in Malmö; they give only a very small increase in their influence as the ideal situation, however, which indicate that a "saturation point" exists. Comparisons made over the years 1969—1971 suggest that no noticeable development has taken place during this period as far as student influence in the classrooms is concerned.

Wetterström, M. Student democracy in grades 1—6. *Educational and Psychological Interactions,* No. 46, 1974. (b) — In this report the project's studies in grades 1—6 of the comprehensive school are summarized in English.

Wiechel, L. Könsrollsperception som samverkansbarriär: Ett påverkningsförsök. Förförsök. /Perception of sex roles as a barrier to cooperation: An attempt to exert influence. Preliminary try-out./ *Försöks- och demonstrationsskolan* (Malmö: School of Education), No. 22, 1971. — A pilot study on sex-role perception as a barrier to cooperation. (Cf. main study in Wiechel, 1972 b.)

Wiechel, L. Könsrollsperception och samverkansberedskap: Konstruktion av ett testbatteri. /Sex-role perception and cooperation readiness: Construction of a test battery./ *Testkonstruktion och testdata,* No. 13, 1972. (a) — The report presents a number of newly-constructed instruments

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for the study of sex-role perception and cooperation readiness in grades 4—6 of the comprehensive school. The instruments have been developed primarily for use in a special study within the project "Social development and training", in which attempts have been made to influence sex-role perception (counteract stereotyped sex roles); cf. Pedagogisk-psykologiska problem, No. 169.

Wiechel, L. Könsrollsperception som samarbetsbarriär: Ett påverkningsförsök. /Perception of sex roles as a barrier to cooperation: An attempt to exert influence by means of two educational programs./ *Pedagogisk-psykologiska problem*, No. 169, 1972. (b) — In this study attempts have been made to focus upon a specific barrier to cooperation and attack it by means of two different influencing techniques. Sociometry has long been able to show that a sex-role barrier exists between boys and girls. This barrier is expressed in many ways, such as avoiding the choice of classmates of the opposite sex in group work situations and having stereotyped ideas about what characterizes the male and female sex role. Within the Cooperation project, a number of measuring instruments for sex-role perception and assessment of cooperation readiness between the sexes have been developed. In addition two models for applying influence have been designed and tested. One of them concentrates on discussions and information based on texts and pictures; the other makes use of role-playing techniques. Six classes in grade 4 and six in grade 6 within Kristianstad school district have participated in these experiments. — Some examples of the results: The programs have had an effect in the intended direction: the groups exposed to the influence have changed and become more ready to cooperate and more inclined to reject a stereotype picture of traditional sex roles. The girls showed a greater degree of readiness to consider the sexes equal and a tendency to express a greater readiness to cooperate. There is good reason to assume that the influencing effect would gain from a combination of the two types of program.

Wiechel, L. Sex-role perception as a barrier to cooperation: Assessment techniques and programs of educational influence. *Educational and Psychological Interactions*, No. 41, 1973. — A survey in English of the project's studies on sex-role perception as a barrier to cooperation (cf. Wiechel, 1972 a, b).

Yebio, B. Social fostran: Begreppsanalys och målsättningsdiskussion. /Social training: Concept analysis and discussion of objectives./ *Pedagogisk-psykologiska problem*, No. 82, 1969. — The concept of "social training" is examined. An analysis of what is written in the school curriculum about "social training" and data from a questionnaire answered by different categories of educators are presented. The results are discussed in relation to the aims of the research project on "social development and social training".

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Yebio, B. Att mäta "världsmedborgaransvar": Ett preliminärt testbatteri. /Measuring "world citizen responsibility": A preliminary test battery./ *Pedagogisk-psykologiska problem*, No. 107, 1970. (a) — A test battery, constructed with the aim of measuring some aspects of "world citizen responsibility" (attitudes towards and concepts and knowledge of foreign peoples and international relations), has been administered to about 540 students in the Swedish comprehensive school. Most of the tests used fall into one of four main categories: (1) attitudes to foreign nations and ethnic groups (including semantic differentials, social distance scales, sociometric questions and more projective devices); (2) attitudes to international relations and cooperation (including a worldmindedness scale and a scale on attitudes towards war); (3) knowledge of other peoples and nations; and (4) broader personality characteristics (including scales on rigidity-flexibility, authoritarian-democratic tendencies, dogmatism, anxiety, and the personality dimensions of CPQ/HSPQ). A series of factor analyses have been computed to explore the factor structure of the test battery. Most of the factors obtained could be placed in three main categories: cognitive, affective and factors related to inclination to take action. The report includes a description of the tests in the test battery, presentation and discussion of intercorrelations and factor structures, and suggestions for a modified test battery.

Yebio, B. Att mäta "världsmedborgaransvar": Testbatteri och testdata. /Measuring "world citizen responsibility": Test battery and test data./ *Testkonstruktion och testdata*, No. 5, 1970. (b) — The tests used in the studies reported in Pedagogisk-psykologiska problem, No. 107 (cf. above) are here presented in full, together with some basic data on the tests in the form of tables and diagrams.

Yebio, B. Measuring "world citizen responsibility": A preliminary test battery. *Educational and Psychological Interactions*, No. 34, 1970. (c) — The studies reported in more detail in the Swedish report, Yebio, 1970 a (cf. above) are here presented in a condensed, English version.

Yebio, B. "Världsmedborgaransvar": Några drag i attitydutvecklingen under grundskoleåren. /"World-citizen responsibility": Some characteristics of the attitude development./ *Pedagogisk-psykologiska problem*, No. 168, 1972. — The present report is one of a series which takes up some of the prerequisites for training in "world-citizen responsibility". In earlier reports some test data and results from test-analytical studies have been presented. In this report the results are given from some developmental psychology studies. The aim has been to study how knowledge of and attitudes towards foreign peoples and international relations develop. The studies have been conducted on students from grades 4, 6, 8 and 9 in the comprehensive school and have taken up 26 different test variables. Openness for contacts

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outside the immediate group showed a positive development. On the other hand, a negative development was noted in several variables of the "cognitive-evaluative" type. The school has obviously not been sufficiently able to prevent prejudices that exist in society from influencing the students and a general raising of the level of knowledge does not seem to be a definite remedy. On an average, the boys knew more about international affairs, but the girls showed more positive attitudes towards foreign peoples and international relations.

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